



## **From rigorous preparation to reflexive practice to reflective publication for undergraduates: Ethics, practices and protocols for community-based engagement and research in international settings**

### **Presenters:**

Bob Swap, Research Professor, University of Virginia [rjswap@gmail.com]  
 Loren Intolubbe-Chmil, Lecturer, University of Virginia [lgi4c@virginia.edu]  
 Ethan Heil, graduate student, University of Virginia [ekh7a@virginia.edu]  
 James Ngundi, doctoral candidate, University of Virginia [jn4r@virginia.edu]  
 Kent Wayland, Postdoctoral Research Associate, University of Virginia [kaw6r@virginia.edu]

### **Contributors:**

Harold Annegarn, Professor, University of Johannesburg [hannegarn@gmail.com]  
 Caroline Berinyuy, PhD, University of Virginia [cmb9tf@virginia.edu]  
 Joseph Francis, Associate Professor, University of Venda [jfrancis@univen.ac.za]  
 O.G.S.O. Kgosidintsi, Technician, University of Botswana [kgosidintsi@gmail.com]  
 Shuaib Lwasa, Lecturer, Makerere University [lwasa\_s@arts.mak.ac.ug]  
 Kele Mfundisi, Junior Researcher, Polytechnic of Namibia [kmfundisi@polytechnic.edu.na]  
 Duncan Nengwenani, graduate student, University of Cape Town, South Africa [frantix32@gmail.com]  
 Natasha Ribeiro, Assistant Professor, University of Eduardo Mondlane, Mozambique

[nrbeiro@uem.mz]

Carol Anne Spreen, Assistant Professor, University of Virginia [cas9wt@virginia.edu]

**Keywords:** Undergraduate research, preparation, practice, publication, international research, community co-instructors

**Conference Track:** Faculty

**Format:** Team inquiry presentation

### **Summary**

This session will highlight a set of courses offered through the University of Virginia that guide students through the full sequence of community-based engagement and field research, from preparation and planning to reflection and write-up. More importantly, the courses have been purposefully designed to amplify the often-muted voice and neglected perspective of community. The goal of these efforts is to sustain a mutually beneficent network within which partner institutions and communities contribute equitably in the development, implementation, and presentation of pedagogy and practice.

We outline a pathway of four courses that carry students through all the steps of their community engagement work. These courses, guided by the ethics of respect, relationship, and reciprocity, also seek to give voice to our international colleagues and community partners by including them as co-instructors.

Particular emphasis will be placed on the intersession course, “Ethics, Protocols and Practice of International Research,” in which a large group of international scholars and community activists collaborate as co-instructors. This unique presentation of perspective, participation, and critique serves to reconfigure students’ expectations of where knowledge and authority lie while also providing undergraduates a simulated experience of community partner feedback for project development and refinement.

To give a sense of the courses’ impact, representative cases of undergraduate community-based projects and research will be offered. These cases will highlight the trajectory for undergraduates and demonstrate the impact of this coursework on their learning, community-based engagement, and research within the ‘preparation-practice-publication’ framework. This discussion of impacts includes not only the perspective of U.S.-based faculty and staff but also international co-instructors and representatives from the communities with which our students work. Survey and qualitative data will also be shared to demonstrate outcomes for participants in these courses.

### **References**

There were no references provided with this proposal.